

Middle School Initiative

MORAL LEADERSHIP

1. This generic lesson plan will assist you as the Chaplain/Moral Leadership Officer in facilitating moral leadership for the Middle School Initiative (MSI) program.
2. The goal of this generic lesson plan is to provide a framework for future moral leadership lessons and develop our MSI cadets toward a sensitivity and strong commitment to moral and spiritual values. This generic lesson plan was prepared on core values for Civil Air Patrol (CAP). The core values are *Integrity, Volunteer Service, Excellence, and Respect*. In addition to the CAP core values, we have added another on the concept of values itself. This is intended to help cadets understand (and explain to others) why values are so important. Topics related to our core values, for example, AIDS, Trust, Teen Suicide, and Grief and Loss, will round out the subjects for our lesson plans. Other topics of basic concern and of current relevance to cadets in your school will complement this program.
3. The effectiveness of this program is best measured by the participation of the members involved. Whether it is a group of first year or more seasoned cadets, those participating should be involved as discussion leaders, recorders, and group members on a rotating basis. In order for this to be most effective, it is necessary for the members to be acquainted with each other and that the assigned roles are supportive of the group process.
4. While you serve in a number of roles in the MSI, your role of facilitating and guiding is primary in the moral leadership program. You should:
 - a. Select one or more discussion leaders and recorders and make certain that they and the members are acquainted with each other and with their roles in the discussion.
 - b. Select or direct the lesson plan for the session.
 - c. Introduce the theme, using *attention* statements and other experience information to stimulate thinking.
 - d. The discussion groups should be no larger than eight to ten members. Give each participant the handout(s) for the lesson and permit them to function according to their roles.
 - e. Permit the recorder to give a report.
 - f. Conclude by emphasizing the primary discussion points and adding any from the lesson plan that were not mentioned.
 - g. Use other appropriate suggestions in order that the discussion may have continuing results.
 - h. The entire program should last no more than 60 minutes.

Middle School Initiative

MORAL LEADERSHIP DISCUSSION FORMAT

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| 1. Introduce the theme and use an "Attention Statement" to stimulate thought. | 5 minutes |
| 2. If an appropriate film is available, introduce film briefly and show it to the group. The review is in-group discussion, if a film is used. | 15/30 minutes |
| 3. Group Discussion (if no film is used.) | 15/30 minutes |
| <div style="margin-left: 40px;"> <ul style="list-style-type: none"> • Divide group into small units of 8-10 persons. • Appoint a discussion LEADER and RECORDER for each unit. • Ask each unit to discuss the "Discussion Topic." </div> | |
| 4. Reassemble into one large group and give summary of discussion. | 15 minutes |
| 5. Final summary and conclusions by CHAPLAIN. | 5/10 minutes |

NOTE: Length of program: 45-60 minutes (60-90 minutes with film)

Middle School Initiative

**PART I
COVER SHEET**

CAP All SEMESTER 1 or 2 WEEK As Scheduled

COURSE: Moral Leadership 1

LESSON TITLE: Values

LENGTH OF LESSON: 50 Minutes

METHOD: Guided Discussion

REFERENCE(S): CAPP 265-2, *Values for Living*, 1 May 00

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

1. Handout 1 - Influences on Life
2. Handout 2 - Discussion Leader Lesson Plan

COGNITIVE OBJECTIVE: To gain an understanding of the term--Values

COGNITIVE SAMPLES OF BEHAVIOR:

1. Describe how values shape our existence.
2. Give examples of values.

AFFECTIVE OBJECTIVE: Respond with interest to a guided discussion on values.

AFFECTIVE SAMPLES OF BEHAVIOR:

1. Voluntarily participate in discussion.
2. Provide meaningful examples of values.

Middle School Initiative

PART II TEACHING PLAN

Introduction

ATTENTION: While we all have personal values, many values come with the role we have in our community. CAP--and the Air Force--expects all of its members to hold a set of core values.

MOTIVATION: What are the core values we are speaking of? (Response - *Integrity, Volunteer Service, Excellence, and Respect!*)

OVERVIEW: We're going to discuss the CAP core values, what they mean to us, and how we apply these values in our everyday lives.

TRANSITION: Take Handout 1 - Influences on Life and rank the influences in order of their importance in your life, 1 being the most important and 8 the least important. (Give about 5 minutes.)

(NOTE: Select the Discussion Leader and Recorder for each group. Give the discussion materials, Handout 2 - Discussion Leader Lesson Plan, to the Discussion Leader.)

Body

PROVIDE GUIDANCE TO THE DISCUSSION LEADERS ON THE GUIDED DISCUSSION

MP 1 Describe how values shape our existence.

Discuss the ranking of topics on the list of *Influences of Life*.

(NOTE: There are no right or wrong answers to this list, only what the cadet perceives as a value.)

Select a cadet and ask the question: What did you select as the most important influence? Why?

Question: Ask the question - What did someone else have as the most important influence? Why?

Question: Ask the question - What do the core values of *Integrity, Volunteer Service, Excellence, and Respect* mean to you?

Question: Ask the question - How do we use the core values of *Integrity, Volunteer Service, Excellence, and Respect* in our daily lives?

Answer to MP1 may be - Values are what we hold as important. They are the unwritten rules we use to determine who we are. Character, for example, is who we are. Our core values shape our character.

MP 2 Give examples of values. (NOTE: The *American Heritage Dictionary* defines VALUE as "a principal, standard, or quality considered worthwhile or desirable.")

Select a cadet or ask, "What do you think is an example of a value?"

(NOTE: Look for responses such as *people* [family], *things* [CAP], or *ideals* [integrity, freedom])

Discuss the difference between *knowing* your values and *living* them.

Answer to MP2 example of values -- a principal, standard, or quality considered worthwhile or desirable.

(NOTE: Reform the group and permit the recorder[s] to give their report[s].)

Conclusion

SUMMARY:

1. Discuss MP 1. Describe how values shape our existence. (Values are those standards or qualities that we consider worthwhile and use as a yardstick in our day-to-day living.)
2. Recap MP 2 by using appropriate examples of values provided by the cadets.

REMOTIVATION: The values we live by shape who we are. Our value system is a reflection of how people see us. Certain values go with the CAP uniform - *Integrity, Volunteer Service, Excellence, and Respect*.

CLOSURE: Think about how you would explain and defend your values to someone who disagrees with you. Next time you watch a movie or video, list the values and see how they match up with the core values of MSI and CAP.

Middle School Initiative

**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S):

1. Describe how values shape our existence.
2. Give examples of values.

LESSON QUESTIONS:

1. What are CAP's core Values?
Answer: *Integrity, Volunteer Service, Excellence, and Respect.*
2. What are some examples of values?
Answer: Honesty, Integrity, Trust, Excellence, or Freedom.